



JOHN ENGLER  
GOVERNOR

STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



THOMAS D. WATKINS, JR.  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

August 8, 2002

MEMORANDUM

TO: State Board of Education

FROM: Thomas D. Watkins, Jr., Chairperson

SUBJECT: Update on the No Child Left Behind Act

A brief overview of the No Child Left Behind Act of 2001 (NCLB) was provided to the State Board of Education at the May 2002 meeting. The law embodies four key principles: (1) accountability; (2) flexibility; (3) choice; and (4) scientifically proven methods. Michigan's NCLB performance goals are:

1. By 2013-2014, all students will reach high standards in reading / language arts and math.
2. All limited English proficient students will become proficient in English and reach high academic standards.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school.

Following is a brief synopsis of activities related to NCLB that have occurred since the overview was provided at the May 2002 meeting:

- A Department team and representatives of the Governor's office, MEAP, CEPI, the Office of Drug Control Policy, the Department of Career Development, and the Michigan Virtual University met on June 7 to brainstorm on a structure that will lead to implementation of the NCLB plan.
- The Consolidated Application was submitted to the U.S. Department of Education (USDOE) on June 11, 2002.
- After requested clarification and additional information were provided to the USDOE grant review team, final approval of the application was received on July 1. The funds for this year's entitlement programs then became available for distribution.
- The Directors and staff of each of the Offices responsible for the various programs in the legislation continue to work with constituents to prepare applications and address the various requirements of the law (e.g., the development of eligibility criteria for supplemental service providers; discussion and investigation into potential assessment tools for Title I paraprofessionals; development and submission of additional related grant applications; etc.).
- Information on NCLB has been developed and posted on the Department web site, which will continue to be updated as appropriate.

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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909  
www.michigan.gov • (517) 373-3324

- A power point presentation, designed for use by local district administrators to inform their staff and board members about NCLB, is currently under development through a collaborative effort by the Department, the Michigan Association of Intermediate School Administrators, Ingham Intermediate School District, and Oakland Schools.
- A committee structure, the development of which came out of the June 7 meeting, has been designed to involve our colleagues in local and intermediate school districts and in education related organizations across the state to develop the detailed plan to implement NCLB. Members, tasks to be accomplished, and sub-committee structures are in development. A "kick-off" meeting to launch the committee and sub-committee work is anticipated to be held in early September.

Attached is a general timeline of the NCLB requirements, as provided by the North Central Regional Educational Laboratory (NCREL). A more detailed calendar of required actions specific to Michigan, including anticipated dates of Board approval of grant award criteria and the like, will be provided to the Board in September.

Attachment



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# Ahead of the Curve

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## The No Child Left Behind Act Effective Dates and Timeline

### 2002-2003 School Year

#### State:

##### Beginning of school year:

- Title I teachers meet definition of "highly qualified."
- Establish initial proficiency threshold for Adequate Yearly Progress (AYP).
- Annual assessment of English proficiency of Limited English Proficient (LEP) students.
- Biennial participation in NAEP reading and math tests for Grades 4 and 8.
- States and LEAs produce annual progress report cards.
- Submit summary of progress report cards to Secretary.
- Use 2 percent of Title I, Part A funds for school improvement.
- States and LEAs submit annual progress report on "highly qualified" teachers.

#### Local Education Agency (LEA):

##### Beginning of school year:

- States and LEAs produce annual progress report cards.
- States and LEAs submit annual progress report on having all teachers "highly qualified" by 2005-06 school year end.

##### During the school year:

- LEAs spend 5-10 percent of Title I, Part A funds on professional development to ensure teachers become "highly qualified."
- LEAs with schools identified in first year of improvement

spend at least 5 percent of Title I funds on transportation for school choice.

- LEAs with schools identified in second year of school improvement/ corrective action spend at least 5 percent of Title I funds on supplemental services.
- LEAs, as part of a two-year school improvement plan, must spend at least 10 percent of their Title I, Part A funds on professional development.

### **Schools:**

#### **During the school year:**

- Schools identified in first year of improvement begin mandatory public school choice program.
- Schools identified in second year of improvement/corrective action provide public school choice and supplemental educational services.

### **2003-2004 School Year**

#### **States:**

##### **Beginning of the school year:**

- State level hold harmless for Migrant Education funds begins; all new Migrant Education funds based on actual student counts.

##### **During the school year:**

- Continue to use 2 percent of Title I, Part A funds for school improvement.

#### **Local Education Agency (LEA):**

##### **During the school year:**

- Continue spending 5-10 percent of Title I funds on professional development activities to ensure teachers become "highly qualified."

### **2004-2005 School Year**

#### **States:**

##### **Beginning of school year:**

- Establish first incremental increase in proficiency

- threshold for Adequate Yearly Progress (AYP).
- Use 4 percent of Title I, Part A funds for school improvement.
- Schools not previously in improvement/corrective action, and having failed AYP, enter Year One of School Improvement, must provide public school choice.
- First year of Targeted Assistance grants under Reading First program.

### **Local Education Agency (LEA)**

#### **Beginning of school year:**

- Spend at least 10 percent of Title I, Part A funds on professional development.

#### **During the school year:**

- LEAs that failed for two consecutive years to progress toward all teachers being "highly qualified" develop improvement plan with SEA technical assistance.
- Spend 5 percent of Title I, Part A funds on professional development to ensure teachers become "highly qualified."
- First year of Targeted Assistance grants under Reading First program.

#### **Schools:**

- First year of Targeted Assistance grants under Reading First program.

### **2005-2006 School Year**

#### **States:**

#### **Beginning of school year:**

- Develop science standards.
- Annually administer assessments in at least math and reading/language arts in Grades 3-8, and at least once in Grades 10-12.

#### **During the school year:**

- Continue to use 4 percent of Title I, Part A funds for school improvement.
- SEA will develop strategies for LEAs that have failed for three consecutive years to progress toward all teachers

- being "highly qualified" and have also failed AYP.
- SEA prohibits LEA use of Title I, Part A funds for paraprofessionals hired after determination.
- SEA and the LEA provide Teacher Quality Title II funds directly to schools to choose professional development activities.

**By the end of the 2005-06 school year:** all teachers must be "highly qualified."

#### **Local Education Agencies:**

##### **During the school year:**

- Continue to spend 5 percent of Title I, Part A funds on professional development activities to ensure teachers become "highly qualified."
- SEA will develop strategies for LEAs that have failed for three consecutive years to progress toward all teachers being "highly qualified" and have also failed AYP.
- SEA prohibits LEA use of Title I, Part A funds for paraprofessionals hired after determination.
- SEA and the LEA provide Teacher Quality Title II funds directly to schools to choose professional development activities.

**By the end of the 2005-06 school year:** all teachers must be "highly qualified."

#### **Schools:**

##### **Beginning of school year:**

- Schools in need of improvement in 2004-05 school year, and which failed AYP, enter Year two of School Improvement.
- Continue public school choice and provide supplemental education services.
- LEA spends at least 10 percent of Title I, Part A funds on professional development. By the end of the 2005-06 school year: all teachers must be "highly qualified."

#### **2006-2007 School Year**

##### **States:**

##### **During the school year:**

- Continue to use 4 percent of Title I, Part A funds for

school improvement.

**Local Education Agency:**

**Beginning of school year:**

- Schools in Year Two of school improvement in 2005-06 that failed AYP subject to corrective actions must continue to provide public school choice and supplemental educational services.

**School:**

**Beginning of school year:**

- Schools in Year Two of school improvement in 2005-06 that failed AYP subject to corrective actions must continue to provide public school choice and supplemental educational services.

**2007-2008 School Year**

**States:**

**Beginning of school year:**

- Administer annual science assessment at least once in each of Grades 3-5, 6-9, and 10-12.
- Continue to use 4 percent of Title I, Part A funds for school improvement.

**During the school year:**

- Establish second incremental increase in proficiency threshold for Adequate Yearly Progress (AYP).

**School:**

**During the school year:**

- Schools in first year of corrective action in 2006-07 that failed AYP must continue public school choice and supplemental services, and develop plan for major restructuring.

**2008-2009 School Year**

**Schools:**

**Beginning of school year:**

- Schools in Year Two of corrective action that failed AYP in 2007-08 are restructured.

**2010-2011 School Year****States:****Beginning of school year:**

- Establish third incremental increase in proficiency threshold for Adequate Yearly Progress (AYP).

**2013-2014 School Year****States:****Beginning of school year:**

- Establish final incremental increase in proficiency threshold for Adequate Yearly Progress (AYP).
- By the end of the 2013-14 school year: all students proficient on annual state assessments in reading, math, and science.

**Local Education Agency:**

**By the end of the 2013-14 school year:** all students proficient on annual state assessments in reading, math, and science.

**Schools:**

**By the end of the 2013-14 school year:** all students proficient on annual state assessments in reading, math, and science.

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[policywww@contact.ncrel.org](mailto:policywww@contact.ncrel.org)

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